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Mao Misty Her

BOARD COMMUNICATIONS – NOVEMBER 22, 2024

TO: Members of the Board of Education
FROM: Interim Superintendent, Mao Misty Her

OFFICE OF THE SUPERINTENDENT – Mao Misty Her, Interim Superintendent

S-1	Mao Misty Her	Interim Superintendent Calendar Highlights
S-2	Ambra O'Connor	Thanksgiving Break Office Closures

BUSINESS & FINANCIAL SERVICES – Patrick Jensen, Chief Officer

BFS-1	Kim Kelstrom	School Services Weekly Update Reports for November 15, 2024
BFS-2	Ashlee Chiarito	November Legislative Committee Meeting

COMMUNICATIONS – Nikki Henry, Chief Officer

C-1	Zuleica Murillo	Translation and Interpretation Summary of Services
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DIVERSITY, EQUITY & INCLUSION – Carlos Castillo, Ed.D., Chief Officer

DEI-1	Rita Baharian	Teen Dating Violence Prevention Initiative
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ENGAGEMENT & EXTERNAL PARTNERSHIPS – Wendy McCulley, Chief Officer

EEP-1	Wendy McCulley	Monthly Update – November
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Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Mao Misty Her, Interim Superintendent
Cabinet Approval:

Date: November 22, 2024

Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Spoke at the Principal's Meeting
- Site visit to Centennial, Cooper and Hidalgo
- Visited nine classroom during site visits
- Met with Executive Cabinet
- Attended Dailey Board Meeting
- Recorded PSA with County Superintendent, Dr. Michelle Copher for CalKIDS
- Participated in the Equity Centered Pipeline Initiative Superintendent's Quarterly Meeting
- Met with Familias en Accion
- Held a training on Student Outcomes Focused Governance with Vice Principals
- Met with community members regarding concerns with West Fresno


Approved by Interim Superintendent

Mao Misty Her 

Date: 11/22/24

Fresno Unified School District
Board Communication

BC Number S-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Chief of Staff
Cabinet Approval: 

Date: November 22, 2024

Phone Number: 457-3838

Regarding: Thanksgiving Break Office Closures

The purpose of this communication is to provide the Board information on planned office closures during Thanksgiving Break.

The Board Office and Superintendent's Office will be closed to the public during Thanksgiving Break (November 25 through November 29, 2024) and will reopen on Monday, December 2, 2024. Board packets will not be delivered during Thanksgiving Break and regular packet delivery will resume on December 4, 2024.

I wish you a wonderful, restful holiday with your family. If you have any questions, please call.

Approved by Interim Superintendent

Mao Misty Her




Date: 11/22/24

Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Chief Executive 

Cabinet Approval: 

Date: November 22, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for November 15, 2024

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for November 15, 2024 are attached and include the following articles:

- 2024 General Election School Bond Results – November 12, 2024
- California Schools Chief Pledges to Resist Cuts in Funding if Trump Axes U.S. Dept. of Education – November 08, 2024
- California Schools Brace for Trump's Attacks on Immigrants, Trans Students and 'Woke' Curriculum – November 14, 2024

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Interim Superintendent

Mao Misty Her 

Date: 11/22/24



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www.sscal.com

DATE: November 15, 2024

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

Newsom Calls a Special Session

Last week, just one day after media outlets projected that Donald Trump had defeated Vice President Kamala Harris for president, Governor Gavin Newsom [announced](#) the convening of a special session to “safeguard California values and fundamental rights in the face of an incoming Trump administration.”

During a special session, the Legislature can only consider and act upon legislation that is specified in the Governor’s proclamation. The [proclamation](#) specifies that the legislation to be considered during the special session is to provide additional funding to the California Department of Justice and other agencies, departments, boards, and offices within the Executive Branch to support the ability to immediately file affirmative litigation challenging actions taken by the incoming Trump Administration.

In his press release, Governor Newsom affirms that the point of the special session is to bolster the state’s legal resources to protect civil rights, reproductive freedom, climate action, and immigrant families.

When lawmakers are convened in special session, they are only permitted to discuss and consider the issues cited in the Governor’s proclamation. This means that bills can only be heard in the special session if they fall within the stated purpose of the proclamation. The Assembly and Senate Rules Committees are the arbiters of whether a bill’s subject matter falls within the confines of the special session proclamation.

The special session cannot end until the Assembly and Senate adopt a concurrent resolution that states that the special session will “stand adjourned sine die at midnight on the date that this measure has been adopted by both houses of the Legislature.”

The Governor has proclaimed the special session to begin on December 2, 2024, which is the same day that the 2025-26 regular session will be officially convened by the Legislature. This means that the special session will be conducted simultaneously with the regular session. It is unknown at this time if legislators will stay in Sacramento during the month of December to work on

legislation for the special session or wait until after the new calendar year begins, as they generally do for regular sessions.

Governor Newsom Goes to Washington

Earlier this week the Governor traveled to Washington, D.C., to meet with President Joe Biden and the California Congressional Delegation to advocate for the importance of securing the approval of pending items with the Biden Administration, including disaster funding requests, environmental protections, and programs that will expand access to health care and reduce homelessness.

Some of the requests that the Governor is seeking from the Biden Administration include the following:

- \$5.2 billion in reimbursement for both state and local governments related to emergency funding during the COVID-19 pandemic
- Approval of two Medicaid waivers from the Center for Medicare & Medicaid Services
- Approval of pending waivers at the U.S. Environmental Protection Agency to enforce air quality and climate regulations

The Governor is hoping to get these issues settled prior to the new Trump Administration taking office on January 20, 2025.

Leilani Aguinaldo

2024 General Election School Bond Results

By Wendi McCaskill and Carmen Thompson
School Services of California Inc.'s *Fiscal Report*
November 12, 2024

In addition to the presidential, congressional, and state legislative races on the ballot for the 2024 General Election held on Tuesday, November 5, 2024, the ballot included a number of K-12 bond and parcel tax measures.

As we reported in the November 7, 2024, *Fiscal Report* article, "[School Facilities Bond Approved by Voters](#)," media outlets are projecting that Proposition 2, the \$10 billion K-14 school facilities bond, has been successful.

There was also a total of 264 local bond measures on ballots across California—240 of which were Proposition 39 (or 55%) general obligation (GO) bond measures totaling \$47.3 billion and 24 school facilities improvement district (SFID) bonds totaling \$3.1 billion. Of the 240 GO bond measures, voters passed 70%, totaling \$40.7 billion. Voters passed 16 (66%) of the 24 SFID bonds, totaling \$2.4 billion. These passage rates are historically low.

Of the 81 local bonds (GO bonds and SFID bonds combined) that have not secured the minimum vote to pass at the time of this writing, 52 have yes vote rates between 50% and 55%. If all these measures are successful, the passage rate would increase to approximately 90% for GO Bonds, 83% for SFID bonds, and a combined rate of 89%, which is above the approximately 86% combined statewide historical passage rate at General Elections since local educational agencies were authorized to pursue bond measures at a 55% vote threshold in 2000.

Additionally, the election included 26 parcel tax measures, of which 24, or 92%, passed. (Click [here](#) to see a list of the local measures that were on the ballot.)

	Local Measures	Passed	Failed	Passage Rate	Total Dollars Passed	Total Dollars Failed	Total Dollars
					(In millions)		
55% GO Bond	240	167	73	70%	\$40,719.5	\$6,532.9	\$47,252.4
55% SFID Bond	24	16	8	66%	\$2,435.9	\$632.4	\$3,068.3
Parcel Taxes	26	24	2	92%	—	—	—

School Services of California Inc. congratulates all the school districts that passed local tax measures. And education's collective thanks also go to all California voters—including yourselves—who, year after year, support our students by providing needed funding both in the classroom and for the construction and modernization of those classrooms.

Note: The total number of local bond measures was determined based on information obtained through publicly available sources and may not represent all local bond measures. In addition, the figures noted above

represent the semi-official tally as of November 8, 2024. Once all elections are certified, we will publish the results of the bond and parcel tax measures. Counties must certify election results by December 5, 2024.

Note: The narrow majority in the House and the filibuster in the Senate will make it difficult for Trump to follow through on his pledge to close the U.S. Department of Education, as closing federal agencies requires congressional approval.

California Schools Chief Pledges to Resist Cuts in Funding if Trump Axes U.S. Dept. of Education

By Emma Gallegos
EdSource
November 8, 2024

California State Superintendent of Public Instruction Tony Thurmond vowed on Friday to fight President-elect Donald Trump's pledge to abolish the U.S. Department of Education, which he said represented a "clear threat to what our students need to have a good education and a great life."

"We cannot be caught flatfooted," Thurmond said, during a news conference.

Thurmond made his pronouncement in Sacramento on Friday while flanked by legislators and education and labor leaders holding up signs saying "Education Is For Everyone" and "Protect All Students."

Throughout his presidential campaign, Trump has vowed to abolish the department, a long-standing and so far unfulfilled pledge made by Republican leaders dating back to former President Ronald Reagan.

Thurmond said there are concerns that abolishing the department would put at risk some \$8 billion that California receives in federal funds for programs serving students with disabilities and those attending low-income schools, both public and private.

"We will not allow that to happen," he said. "The law will not allow that to happen."

He observed, for example, that the Individuals with Disabilities Education Act, known as IDEA, guarantees students in special education programs a "free and appropriate education," and to receive a range of special education services in an individualized education program drawn up for every special education student.

Thurmond said Trump's plan to defund the Department of Education would also harm students whose civil rights are violated and investigated through the Office of Civil Rights, including victims of racism, antisemitism, Islamophobia, hate and bias toward LGBTQ students.

"To tear down and abolish an organization that provides protections for our students is a threat to the well-being of our students and our families and of Americans," Thurmond said.

It was also not clear what would happen to student financial aid that the department administers, Thurmond said.

The first line of defense in the fight against Trump's education plan is the Congress, Thurmond said. He said his department is reaching out to legislators to affirm their commitment to public education — an issue that he says surpasses partisan labels.

"Let me be clear," Thurmond said. "This is not a partisan issue. This is an issue of continuing to assure that students have access to the resources that they are entitled to under the law. And we will continue to do that, and we will work with the members of Congress to ask them to stand and support our students."

But Thurmond said that the California Department of Education is also preparing for a worst-case scenario: large-scale cuts to federal funding. In that case, he said, he is working with the California Legislature on a backup plan.

"If it comes to it, as a contingency, we are prepared to introduce legislation that would backfill funding for special education programs, Title I programs and programs that are similar in its scope," Thurmond said. Title I money supplements state and local education funding for low-income students.

Assemblymember Al Muratsuchi, D-Torrance, the chair of the Assembly Education Committee, said that the state is prepared to stand up for all the students who are targeted by Trump's policy proposals and rhetoric. He pointed to the threat of deportations of undocumented immigrants that would hurt large numbers of children of immigrants, as well as threats to other student populations.

"It is the job of every teacher, every school board member, every principal, every elected representative in the state of California who believes in public education, it is time for us to stand up to protect all of these kids," he said. "When we are facing a bully who is targeting our most vulnerable students, we all need to stand up."

"We need to get ready now for what is going to start on Jan. 20," Muratsuchi said, referring to Trump's second inauguration.

In 2017, California enshrined into state law some federal laws or court decisions to protect the education rights of immigrant students, said Xilonin Cruz-Gonzalez, deputy director of Californians Together, a statewide coalition that advocates for immigrants and multilingual learners.

In the wake of Trump's attacks on immigrants, Cruz-Gonzalez said it is important to remind school staff of those protections so that students and families will continue to feel safe and protected when they attend school.

"It's not enough to know that we have laws on the books," Cruz-Gonzalez said. "We have to work together in coalition and ensure our superintendents, our school board members and our teachers know what to do to protect these rights."

The right to public education is the "cornerstone of democracy," said Chinua Rhodes, school board member at Sacramento City Unified School District.

"This is not just a political battle, it is a moral one," Rhodes said. "Our schools should not abandon the most needy."

Louis Freedberg contributed to this report.

Note: There are still many unanswered questions for how Trump will handle education in his second term and what implications there could be for California.

California Schools Brace for Trump's Attacks on Immigrants, Trans Students and 'Woke' Curriculum

By Carolyn Jones
CalMatters
November 14, 2024

Education has never been a top priority of President-elect Donald Trump's, but that doesn't mean schools — or students — will be immune from Trump's agenda in the next four years, education experts say.

Trump may slash school funding, cut civil rights protections and gut the U.S. Department of Education, based on his previous statements and the visions outlined in the Republican platform and Project 2025, a conservative manifesto reimagining the federal government.

But students may experience the most devastating effects. Trump has threatened mass deportations of undocumented residents and crackdowns on LGBTQ rights, which could lead to higher absenteeism, higher rates of bullying and greater anxiety generally on school campuses.

"The stress created by the threat of deportations cannot be overestimated," said UCLA education professor John Rogers, who's studied how politics plays out in K-12 education. "It absolutely will have an impact on attendance, and it absolutely will affect parents' ability to participate in their children's education."

Student absenteeism has improved somewhat in California since the COVID-19 pandemic, but remains very high — 24.3% last year. During the first Trump presidency, Latino student attendance and academic performance dropped significantly in areas affected by deportation arrests, [according to a 2018 Stanford study](#).

During Trump's first term, his deportation efforts were foiled a bit by the courts and by disorganization at the White House, Rogers said, but those obstacles aren't likely to be present this time.

That could leave thousands of children vulnerable to deportation or becoming separated from their parents. More than 115,000 children in California were undocumented in the most recent census count, and almost half of California children have at least one immigrant parent, the Public Policy Institute of California reported. Most of the undocumented residents are from Latin America, but a majority of newer arrivals come from Asia.

Threat to cut \$8 billion for California schools

LGBTQ students are also likely to face challenges under a Trump presidency. Trump has often disparaged "woke" policies that protect the rights of trans students and threatened to withhold federal funding for states that uphold those policies. In California, that could mean a loss of about \$8 billion, or 7% of the overall education budget.

But beyond financial matters, the anti-LGBTQ language is likely to exacerbate challenges for trans students, Rogers said. Students' rights to use bathrooms and play on sports teams that align with their gender identity are among the protections that Republicans have singled out for elimination.

"This election proved that the culturally divisive rhetoric can be an effective way to garner public support," Rogers said. "Now that Trump has a bully pulpit, I expect we'll see an amplification of this rhetoric."

Mike Kirst, former president of the State Board of Education, agreed that the threat of deportations may be Trump's biggest effect on California schools.

"If they succeed in deporting a lot of families, that will be horrific for California schools," Kirst said. "That's what keeps me up at night."

More power to the states?

The other proposals — dismantling the U.S. Department of Education, or eliminating "woke" curriculum, for example — would be complicated and time-consuming to accomplish, he said. Eliminating the Department of Education would require majority votes in Congress, which would be a difficult hurdle because the department provides many popular programs with bipartisan support, such as special education.

Curriculum is left to the states, and the federal government has no input.

Traditionally, Republican presidents have sought to minimize the federal government's role in education, leaving most decisions to the states. If Trump takes that approach, California's mostly Democratic leadership would have some independence from the Republican power brokers in Washington, D.C., Kirst said.

Regardless, Trump would be able to use executive orders to scale back Title I, which provides benefits to low-income students, and Title IX, which prohibits gender discrimination. And school choice, school vouchers and promotion of charter schools are likely to be priorities of the incoming Secretary of Education, although it's not clear how much impact those policies would have in California.

Trump has also been outspoken in his opposition to teachers unions, saying he wants to eliminate tenure and institute merit pay.

The California Teachers Association, which campaigned heavily for Vice President Kamala Harris, said it was undeterred by Trump's attacks.

"We are prepared to stand up against any attacks on our students, public education, workers' rights and our broader communities that may come," union president David Goldberg said. "We're committed to fight for the future we all deserve."

In a rare display of unity, Los Angeles Unified board members and union leaders also vowed to push back against any policies that would negatively affect students and families.

"We stand together in our commitment to protect, affirm and support everyone in the Los Angeles Unified community," the groups released in a joint statement. "We will always provide a safe, welcoming and inclusive environment for all students, families and employees."

State leaders fight back

At the state level, elected officials said they'd fight Trump's efforts to interfere in California. State Superintendent of Public Instruction Tony Thurmond on Friday said he'd ask the governor to backfill any funds the federal government withholds from California, and he'd sponsor legislation to protect students.

He also reminded school districts that laws already exist to protect undocumented and LGBTQ students. AB 1955, passed this year, bans school staff from "outing" students to their families. And *Plyler vs. Doe*, a 1982 U.S. Supreme Court case, prohibits schools from denying students an education based on their immigration status. The state offers a plethora of guidance on how schools can support LGBTQ and immigrant students and their families.

"While others demonize education, we will continue to help California students, wherever they are," Thurmond said.

Attorney General Rob Bonta vowed to fight Trump's policies with legal action, much as his predecessor Xavier Becerra did by filing or joining more than 100 lawsuits during the first Trump term. Gov. Gavin Newsom last week said he'd work with the Legislature to fund those lawsuits and otherwise "Trump-proof" California.

Students, meanwhile, are waiting to see how the policies — and pushback — will play out in the coming months. Maria Davila, a high school senior in Beaumont in Riverside County, said that for now, she's not overly worried about how a Trump presidency would affect schools. Some of her peers are concerned, she said, but she has faith that student activism and adult leadership will protect young people from the most extreme outcomes.

"In California we have legislative leaders who listen to students and care about young people," said Davila, a volunteer with a youth advocacy group called GenUp. "I think we'll get the support we need. Students can be hopeful."

Fresno Unified School District
Board Communication

BC Number BFS-2

From the Office of the Superintendent
To the Members of the Board of Education

Prepared by: Ashlee Chiarito, Ed.D.

Cabinet Approval:



Date: November 22, 2024

Phone Number: 457-3934

Regarding: November Legislative Committee Meeting

The purpose of this communication is to provide the Board with information shared at the November 07, 2024, Legislative Committee Meeting.

Budget and Economic Update

Ms. Aguinaldo provided a budget legislative update.

The economists at UCLA suggest that the effects of long COVID may be behind us, with a few aspects remaining. Strong national production, the leveling out of the labor market, and the Federal Reserve's easing of the strictest monetary environment since the early 1990s all suggested that the economy avoided a hard landing after the tumultuous and unprecedented COVID-19 pandemic, with a good performance of the gross domestic product (GDP) in the second quarter, compared to what was predicted.

State General Fund Revenues are outperforming budget expectations. Revenues for 2024/25 Personal Income Tax, Sales and Use Tax, and Corporation Tax exceed the expectations by \$4.1 billion. Revenues for the last three months of the 2023/24 outpaced budget estimates by \$3.2 billion. Because state revenues are above the projections assumed in the budget, it could mean that the state would be obligated to spend most of the surplus to fulfill its obligations to K-12 and community college agencies.

The state's debt to education could boost the surplus, but increased revenues offset by increased expenditures could mean a 'maintenance budget' for education. The possible surplus in Proposition 98 is approximately \$3 billion, supporting the cost-of-living adjustment (COLA) of 2.93% and buydown the 2024/25 deferral.

In the 2024/25 Enacted Budget the statutory COLA was 1.07% and the projected COLA for 2025/26 was 2.93%. If the 2024 quarter three holds steady, the COLA in 2025/26 will be 1.90%.

Upcoming issues include Proposition 2, the \$10 billion statewide school bond. The influx of refugees and asylees requiring a significant investment to support academic and non-academic needs, Universal Transitional-Kindergarten, and State expectations of school and district plans to ensure continuity of instruction when unanticipated disruptions occur.

The School Services Legislative Committee November 2024 report is attached. The next Legislative Committee meeting is scheduled for December 12, 2024.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at 457-3934.

Approved by Interim Superintendent

Mao Misty Her 

Date: 11/22/24

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
NOVEMBER 7, 2024**

2023-2024 Legislative Session

Prepared By:

**Leilani Aguinaldo
Director, Governmental Relations**



School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
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November 5, 2024

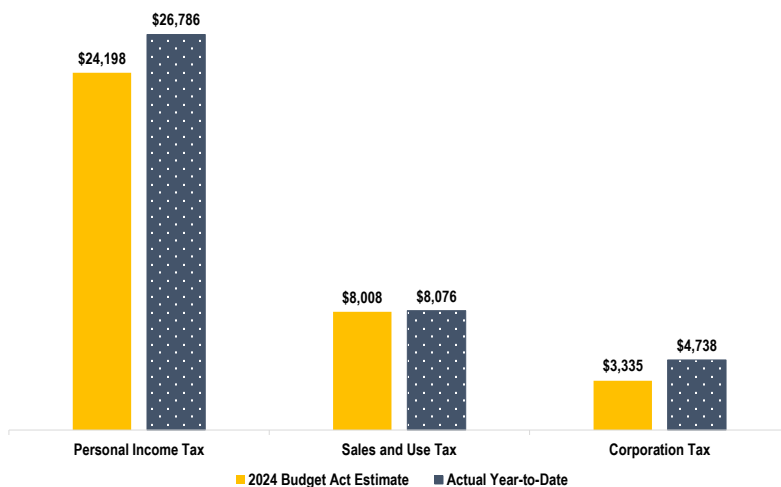
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2025-26 State Budget

1

2024-25 Big Three Taxes

Dollars in Millions



Source: Department of Finance (DOF), Finance Bulletin (October 2024)

State General Fund revenues are outperforming budget expectations

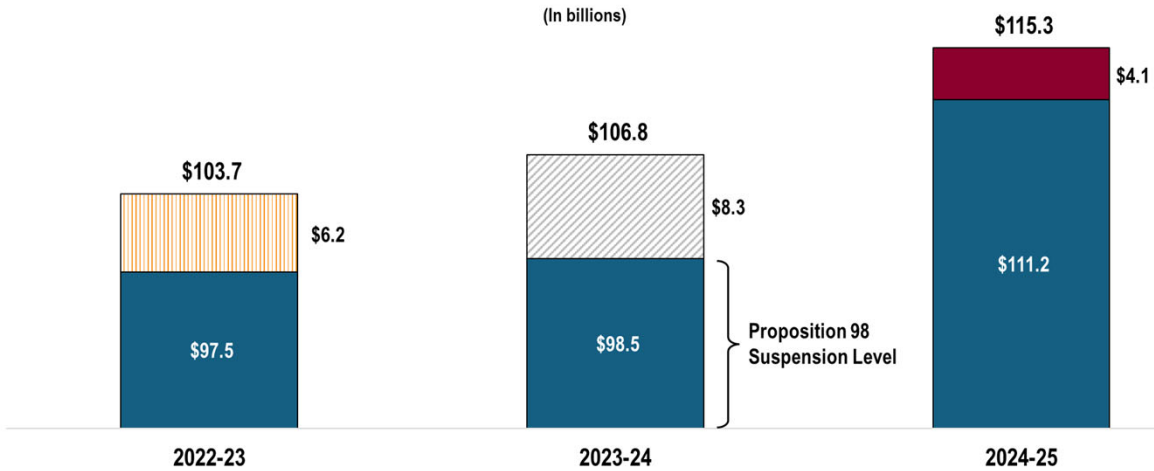
- Across the Big Three taxes, 2024-25 year to date revenues exceed expectations by \$4.1 billion
- Revenues for the last three months of 2023-24 also outpaced budget estimates by \$3.2 billion
- Because state revenues are above the projections assumed in the budget, it could mean that the state would be obligated to spend most of every surplus dollar to fulfill its obligation to K-12 and community colleges

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Proposition 98 Minimum Guarantee

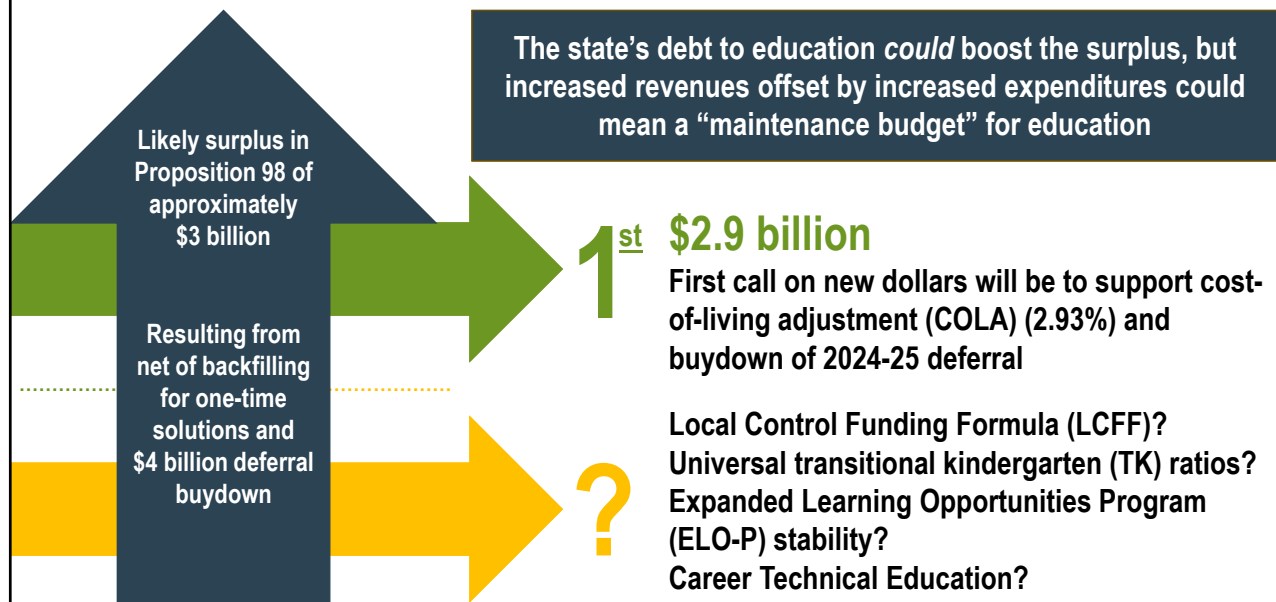
■ Minimum Guarantee ■ Excess Allocation □ Maintenance Factor Obligation ■ Maintenance Factor Payment



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3

Forecast for the 2025-26 Education Budget



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4

Cost-of-Living Adjustment

- Education Code Section (EC §) 42238.02(d)(2) requires that the LCFF base grant be adjusted by the statutory COLA
 - In 2024-25 Enacted Budget the statutory COLA was 1.07% and the projected COLA for 2025-26 was 2.93%
- Where are we now? Let's look at 6 of 8 data points¹ on state and local government consumption

2023 Q2	2023 Q3	2023 Q4	2024 Q1	Average
124.797	126.040	126.005	127.204	126.012

2024 Q2	2024 Q3	2024 Q4	2025 Q1	Average
127.719	128.642	TBD ²	TBD	TBD

- If 2024 Q3 holds steady at 128.642, the statutory COLA in 2025-26 will be 1.90%
- A 1.00% increase quarterly from 2024 Q3 results in a statutory COLA of 2.67%
 - The average quarterly increase across the six data points is 0.61%

¹Implicit price deflators for gross domestic product

²To be determined

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Issues on the 2025-26 Horizon

Facilities

Voters will decide the fate of Proposition 2 in November—the \$10 billion statewide school bond, of which K-12 would receive \$8.5 billion

Newcomer Students

The influx of refugees and asylees requires a significant investment to support the academic and nonacademic needs of arguably one of the most vulnerable student groups—funding to help meet their needs may require new policy

Universal TK

In 2025-26, California will achieve its goal of providing a free, universal preschool experience for every four-year-old in the state through TK—the program has local resource implications

Instructional Continuity

The state expects schools and districts to have plans to ensure continuity of instruction when unanticipated disruptions to instruction occur—what sites and the district need to do to meet the state's expectations

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UCLA Economists—Economy Recovering from Long COVID

By: Patti F. Herrera, EdD

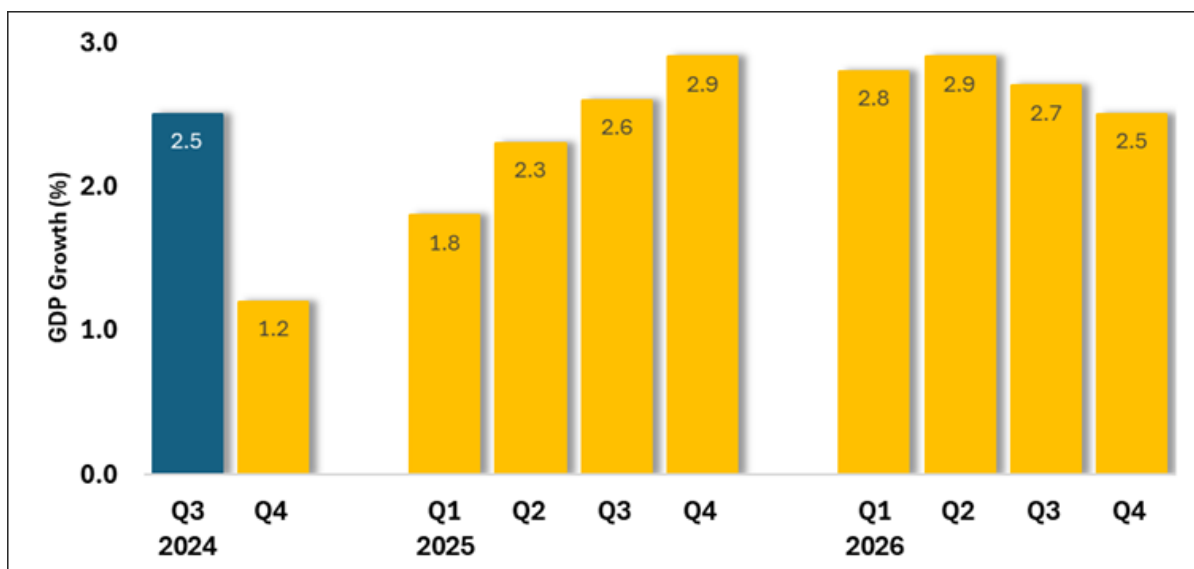
October 3, 2024

In a cautiously optimistic forecast of the US economy, the economists at UCLA suggest that the effects of long COVID may finally be behind us, with just a few stubborn symptoms lingering mildly. Strong national production, the leveling out of the labor market, and the Federal Reserve's (Fed) easing of the strictest monetary environment since the early 1990s all suggest that the economy has avoided a hard landing after the tumultuous and unprecedented COVID-19 pandemic years. And the picture is only modestly different for California.

The UCLA Anderson Forecast (Forecast) highlights the economic bright spots of the Fed's successful taming of inflation, productivity, continued consumer spending, and the progress toward balance of supplies in the housing and vehicle markets as its collective cause for an optimistic future.

Just over a year ago, UCLA economists were forecasting a sluggish, “no-growth” economy—with gross domestic product (GDP) at 1% for the first three quarters of 2024—sobered by its predictions on how sustained high interest rates would impact housing, consumption, and business investments. Fast forward nine months, and the picture has markedly improved. In this fall's release of the Forecast, the economists note the “stellar” performance of GDP in the second quarter of this year, while predicting a temporary two-quarter slowdown in the final and first quarters of 2024 and 2025, respectively, before gradually rebounding to peak near 3% by the end of 2025 and stabilizing to an average 2.5% growth in 2026.

Figure 1. Quarterly GDP Growth, Seasonally Adjusted Annualized Rate



Source: UCLA Anderson Forecast, October 2024

Improvements in the labor market aid this optimism as the Forecast suggests that national unemployment has reached a sustainable level (4.2%) with abated pressure on wages. This, as noted by the Forecast, is half of the Fed’s dual mandate—the second mandate, of course, being to keep prices low (see Figure 2 and Figure 3). While inflation remains above the Fed’s target, Fed Chair Jerome Powell indicated during his press conference announcing a 50 basis point reduction in the Federal Funds rate that the Federal Open Market Committee is confident about the health and stability of the larger economy.

Figure 2. Consumer Price Index (CPI)

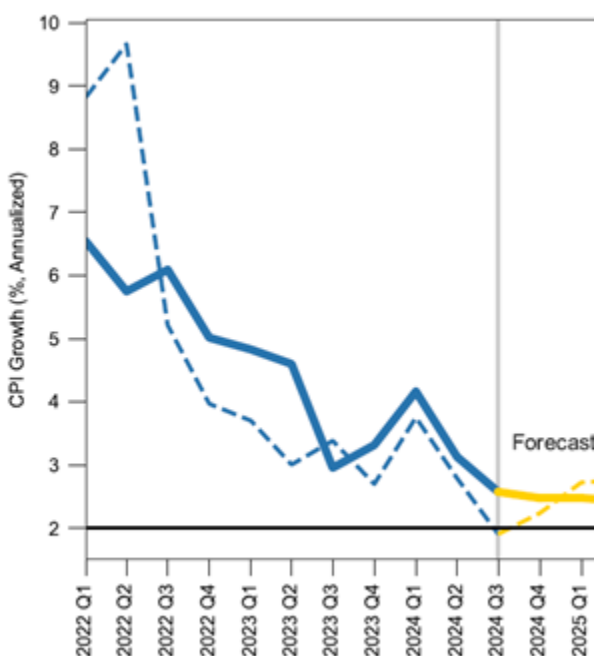
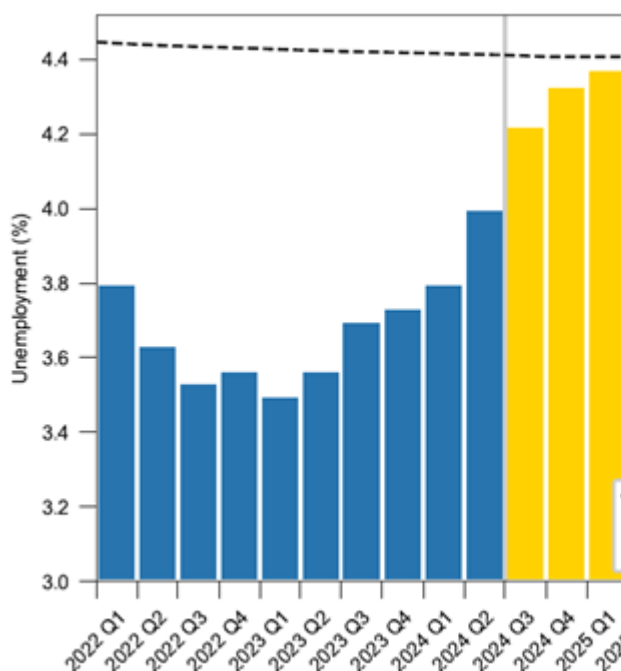


Figure 3. US Unemployment Rate



Source: UCLA Anderson Forecast, October 2024

Moreover, the UCLA economists highlight that housing prices explain why core CPI remains above the Fed’s target 2% rate—due to lagging pressure from high-rent costs following COVID-19 when demand for historically low inventory peaked. Forecasters are more cautious than the Fed with respect to their interest rate predictions. They believe that 2024 will end with two more 25 basis point reductions in the Federal Funds rate followed by the same in early 2025 before the Fed temporarily pause further cuts due to the combination of strong economic growth and inflation remaining above 2%.

The trend in unemployment is where we see some divergence between the national and California economies, as the state’s unemployment rate surpassed the US and remains the second highest in the nation.¹ The state’s labor market is showing mixed results while nonetheless continuing to underperform but for narrow, sectoral reasons, according to the Forecast.

Payroll jobs have increased in sectors like logistics, technology, government, and healthcare, which were not acutely affected by the COVID-19 pandemic. Other sectors like durable goods manufacturing and finance, which have been slow to recover, are showing promising signs of improvement in alignment with the overall economy. That said, the UCLA economists are less optimistic about the information and K-12 education sectors, the latter of which is driven by broader student demographic trends reducing demand for educators and education-related personnel. Finally, the Forecast is careful to note that the labor market varies by region, with slower growth in tech-heavy areas like Silicon Valley and San Francisco, while rural areas and the San Joaquin Valley face challenges from population decline and severe weather. These factors are making California's recovery complex.

Unusually, the state's rate of productivity is now lower than the US, due mostly to labor market weaknesses noted above. Nevertheless, on a per capita basis California real GDP lagged national GDP by only 0.2 percentage points in the second quarter of 2024. As the state's labor market continues to recalibrate, the UCLA economists predict that California will once again experience stronger-than-the-US economic growth in 2025.

The Forecast refrains from making predictions about how the upcoming presidential and congressional election results will impact the economy but notes that any change in trade relations with China would disproportionately affect California. Finally, UCLA economists' predictions account for the recent headwinds of the Boeing and East Coast longshoreman strikes. The Forecast estimates that these disruptions will be short-lived, and economists see blue skies across the Forecast period for both the US and California.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Revenues Beating Budget Projections

By: John Gray and Patti F. Herrera, EdD

October 23, 2024

On October 22, 2024, the Department of Finance released its October 2024 [Finance Bulletin](#) with positive news about the economy and state General Fund revenues. Both the U.S. and California economies continued trend-level growth in the second quarter of the year at of 3.0% and 2.8%, respectively. Steady growth suggests that the Federal Reserve's (Fed) management of monetary policy in response to rising costs averted a hard landing for the economy. You will recall that the Fed reduced the federal funds rate by an aggressive 50 basis points earlier this fall, feeling confident that prices and the labor market were reaching a reasonable balance and that the economy was headed in the right direction. Headline inflation, inclusive of food and energy, was just above the Fed's target rate of 2.0%, at 2.4% at the end of September.

Labor and Housing Market

As for the labor market, California's unemployment rate continues to be one of the highest in the nation at 5.3% in September, compared to 4.1% for the nation. Nevertheless, according to the *Finance Bulletin*, the state added 14,700 nonfarm jobs last month primarily in the private education, health services, and government sectors, which combined added 13,400 jobs. Conversely, California's leisure and hospitality and information sectors lost a combined 6,800 jobs last month; these sectors added jobs in September across the nation.

The state's housing market continues to face challenges with single- and multi-family permits down 6.8% from last year. The statewide median price for single-family homes decreased 2.3% from August to September 2024 (to \$868,150) but is still up 2.9% from last year when the median price for a home was \$843,150.

State General Fund Revenues—"Big Three" Taxes

Consistent with larger economic trends, tax revenues from the "Big Three" taxes—personal income, sales and use, and corporation taxes—are exceeding budget projections by \$4.1 billion for the 2024-25 fiscal year. Moreover, revenues for the last three months of 2023-24 are also outpacing budget estimates by \$3.2 billion, according to the *Finance Bulletin*.

2024-25 "Big Three" Tax Revenues (in millions)			
	Projection	Actual	Difference
Personal Income	\$24,198	\$26,786	\$2,588
Corporation	\$3,335	\$4,738	\$1,403
Sales and Use	\$8,008	\$8,076	\$68
Total	\$35,541	\$39,600	\$4,059

Proposition 98 Impact

Better-than-expected state General Fund revenues typically accrue benefits for Proposition 98 and education funding. In 2024-25, this is especially true given the lawmakers' decision to suspend (or reduce) the minimum guarantee in 2023-24, which in turn creates an obligation (referred to as the maintenance factor) for the state to restore education funding to what it should have been without suspension. Recall that in June the minimum guarantee for 2023-24 was calculated to be \$106.8 billion, and the state funded \$98.5 billion of this obligation, creating an approximate \$8.4 billion maintenance factor obligation. Also in June, the state made a \$4.1 billion maintenance factor payment toward this debt to K-14 education.

Because state revenues are above the projections assumed in the budget, it could mean that the state would be obligated to spend most of every surplus dollar to fulfill its obligation to K-12 and community college agencies.

We will have a clearer picture of what state General Fund revenue performance means for Proposition 98 when the Legislative Analyst's Office releases its annual *Fiscal Outlook* report in mid-November and again when Governor Gavin Newsom releases his 2025-26 State Budget proposal on January 10, 2025. Of course, we will continue to follow state revenues closely and cover the issue extensively at our Governor's Budget Workshop in January, and, perhaps more importantly, how Governor Newsom proposes to use any available Proposition 98 resources. For more information about or to register for the Governor's Budget Workshop, click [here](#). We'll see you all in January!

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

CalPERS Employer Contribution Rate Estimates

By: Michelle McKay Underwood and Teddi Wentworth

October 17, 2024

The most recent California Public Employees' Retirement System (CalPERS) Schools Pool Actuarial Valuation report (report), as of June 30, 2023, was released this fall. Although the actual investment return for fiscal year 2023-24 was not known at the time the report was prepared, updated projections were provided in a circular letter, which estimate future employer contribution rates as follows:

Fiscal Year	Updated: Estimated School Employer Contribution Rate¹	Former: Estimated School Employer Contribution Rate²
2024-25	27.05% (Actual)	27.05% (Actual)
2025-26	27.40%	27.60%
2026-27	27.50%	28.00%
2027-28	28.50%	29.20%
2028-29	28.20%	29.00%
2029-30	27.80%	28.80%

¹As of August 30, 2024

²Prior to August 30, 2024

Across the projection period, the employer contribution rate has improved marginally compared to the prior estimates. The projection assumes that all actuarial assumptions will be realized and that no further changes to assumptions, contributions, benefits, or funding will occur during the projection period. That makes this the best estimation at this time, but it is still subject to change by the time the 2025-26 rate is adopted by the CalPERS Board this spring.

CalPERS employer contribution rates will be included in the next version of our School Services of California Inc. Financial Projection Dartboard to be prepared with the 2025-26 Governor's Budget proposal in January 2025. The current California State Teachers' Retirement System (CalSTRS) employer contribution rate of 19.10% is expected to remain the same in fiscal year 2025-26. CalSTRS has not released outyear projections.

Assembly Kicks Off Discussion of LCFF Modifications

By: Michelle McKay Underwood

October 23, 2024

The Assembly Budget Subcommittee on Education Finance and the Assembly Education Committee held a joint oversight hearing last week on the fiscal design and outcomes of the Local Control Funding Formula (LCFF). While there have been hearings related to accountability and achievement, the purpose of this hearing was to focus on the components that make up the funding formula, mainly the combination of base funding and the weights of the supplemental and concentration grants.

Underlying the hearing was the concept that the combination of current and the near-term future of declining enrollment and a growing Proposition 98 guarantee (under Test 1) would result in increasing per-pupil funds. Co-chairs David Alvarez (D-San Diego) and Al Muratsuchi (D-Torrance) appeared to be seeking recommendations for what could be tinkered with inside the formula in light of the possibility of infusing additional funds into education. Like the original implementation of the LCFF, an updated formula would be phased in, avoiding a “winners and losers” scenario.

More than twenty panelists spoke at the hearing, including researchers, practitioners, and statewide advocacy voices that were part of the initial discussions that shaped the formula over ten years ago. Researchers have had a decade to study the formula’s impact and analyze academic outcomes of students, with a focus on one of the original purposes of the LCFF: to create equity among students with different circumstances.

Researchers suggested various changes to the formula

- Using a duplicated count (compared to today’s unduplicated count) for supplemental and concentration grant purposes
- Increasing the weight of the supplemental grant either overall or for certain groups, like students experiencing homelessness
- Smoothing out the “kink” created by the concentration grant with a more gradual increase of concentration grant funding (compared to today’s on-off switch at 55% unduplicated pupil percentage [UPP] threshold)
- Adding a regional cost of living factor
- Determining concentration grant eligibility at the school-site level rather than at the district level

For the most part, practitioners focused on the need for additional revenues to address the complex needs of today’s students as compared to ten years ago. There was also an emphasis on the desire to maintain programs that were created and sustained—temporarily—through one-time COVID-19 stimulus funds

Over the course of the five-hour hearing, committee members and panelists discussed topics affecting the success of implementing the LCFF, including:

- The impact on the LCFF of inadequate special education funding
- Digitization of Local Control and Accountability Plans, both for research purposes as well as sharing best practices
- Incentives to identify students to generate additional revenues, in both current factors (English learner status and eligibility for free or reduced-price meals [FRPM]) or potential factors (Individualized Education Program eligibility)
- Local decision-making regarding distribution of funds within a district, especially comparing school sites with a higher concentration of unduplicated pupils versus a lower UPP
- Difficulty in gathering data to report FRPM eligibility
- Disconnect between the current cost-of-living adjustment (COLA) metric and actual costs
- COLAs that are inadequate to keep up with fixed costs, such as step and column increases, retirement system increases, and other immutable expenses

As an oversight hearing, no bills were voted on nor decisions made. However, this hearing may serve as a preview to upcoming State Budget and policy discussions should additional ongoing revenues be forecast in the 2025-26 Governor's Budget.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Voters Will Be Asked to Approve \$50 Billion in Local School Bonds

By: Patti F. Herrera, EdD and Carmen Thompson

October 8, 2024

Voters across the state will be asked to approve over \$50 billion in local school bonds in addition to approving Proposition 2, the \$10 billion statewide school bond. There are a total of 241 general obligation bonds and 24 School Facility Improvement District (SFID) bonds requiring at least 55% support that will appear on local ballots on November 5, 2024.

By comparison, in March 2020 (the last election that a statewide bond measure appeared on the ballot—Proposition 13), there were 118 bond measures. And later that year, during the last presidential election year, voters were asked to approve 61 local bond measures.

Proposition 39 Bonds¹ by County

County	Number of Measures	Amount (in millions)	County	Number of Measures	Amount (in millions)
Alameda	5	\$1,700	Butte	6	\$348
Colusa	3	\$128	Contra Costa	3	\$254
Del Norte	1	\$59	El Dorado	3	\$151
Fresno	11	\$1,991	Humboldt	4	\$153
Inyo	4	\$76	Kern	8	\$294
Kings	2	\$32	Lake	2	\$86
Lassen	1	\$2	Los Angeles	30	\$17,632
Marin	2	\$337	Merced	5	\$206
Mono	1	\$70	Monterey	12	\$739
Napa	1	199	Nevada	1	\$25
Orange	9	\$2,695	Placer	3	\$73
Riverside	12	\$2,653	Sacramento	8	\$2,360
San Benito	3	\$184	San Bernardino	10	\$1,850
San Diego	22	\$6,675	San Francisco	1	\$790
San Joaquin	4	\$848	San Luis Obispo	3	\$776
San Mateo	5	\$556	Santa Barbara	6	\$687
Santa Clara	8	\$2,566	Shasta	9	\$200
Siskiyou	2	\$29	Solano	2	\$382
Sonoma	11	\$761	Stanislaus	12	\$547
Sutter	1	\$14	Tehama	4	\$70
Tulare	8	\$174	Tuolumne	1	\$13
Ventura	4	\$354	Yolo	1	\$160
Yuba	6	\$103			

¹Includes SFID bonds

In addition to bonds that would support the construction of new classrooms or rehabilitation of existing school and community college facilities, voters in 28 local educational agencies will be asked to vote on parcel tax measures that support important educational programs and services.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Changes to Traditional Independent Study Documentation Requirements

By: Patti F. Herrera, EdD and Wendi McCaskill

October 1, 2024

Yesterday, September 30, 2024, Governor Gavin Newsom signed Assembly Bill (AB) 176, which includes cleanup language for the education provisions of the 2024-25 Enacted Budget. Included in this cleanup language are refinements to documentation requirements for traditional independent study programs.

The 2024-25 Enacted Budget included several changes to independent study programs immediately operative, which we covered in the July 2024 *Fiscal Report* article, "[2024-25 Enacted Budget Affects Independent Study](#)." Some of the changes affect traditional independent study only since they are specific to student work product. These changes included the expansion of work product for the purposes of generating traditional independent study average daily attendance (ADA) to include the time value spent by a pupil engaged in asynchronous instruction regardless of whether work product is produced if a computer-based or online program documents their participation. Time value can be generated in multiple ways as displayed in the table below.

Traditional Independent Study Time Value		
Work Product		Synchronous Instruction Participation
Work product time value, which includes: <ul style="list-style-type: none">Time value spent in asynchronous instruction for which an actual work product is not produced or created, and/orTime value of actual work product produced by the student	Or	A combination of work product time value and verified time value of participation in synchronous instruction

The requirement that local educational agencies (LEAs) maintain documentation of each hour or fraction thereof of work product and the time the pupil was engaged in online or computer-based asynchronous instruction was also included in the 2024-25 Enacted Budget. The language in AB 176 clarifies that LEAs must maintain documentation of hours or fractions of an hour of time value generated based on time spent in online or computer-based asynchronous instruction and work product produced, as opposed to documentation of each hour. This requirement applies to all independent study work product, including but not limited to work packets. It does not, however, require the documentation of time value for each assignment.

This explicit requirement to document hours or fraction of an hour for all work product adds complexity to traditional independent study work product time value documentation requirements in place prior to 2024-25, which required LEAs to register daily or hourly attendance credit as appropriate to the program. LEAs must now ensure that they are also documenting hours or fractions of an hour of actual work product time value prior to the conversion of those hours to days of attendance for attendance recording and reporting.

Work Product and Teacher Supervision

As noted in the table above, independent study attendance is generated based on the time value of student work product or a combination of the time value of student work product and the time value of verified participation in synchronous instruction. The definition of work product also includes work completed on an online or computer-based instructional activity that does not result in a producible student work product if the computer program documents pupil participation. This is commonly referred to as asynchronous online or computer-based instruction. Of course, asynchronous instruction also includes participation in instructional activities outside the presence of a teacher that is not performed via computer or online, as has been the case since the inception of the program.

LEAs can continue to use the value of time attending or participating in assigned events or activities like plays, lectures, or physical activity that occur outside of the presence of a certificated employee or classroom in their work product time value calculations, along with the time value of producible work product that is the outcome of independent study assignments not performed online or through a computer-based activity. Time value of all work product, whether it is time spent on assigned asynchronous instruction that does not result in a producible work product or time value of tangible work product produced by the student, must now be documented in hours or fraction of an hour.

Importantly, the time value that student work product earns continues to be at the discretion of the certificated teacher employed by the LEA, including the engagement or participation in online or computer-based asynchronous instruction. Statute requires a certificated teacher to personally judge student work product and determine its time value. This requirement remains unchanged and is the case for all work product, whether it includes asynchronous instruction that does not result in a producible work product or a hand drawn picture.

ADA

Independent study is provided under the general supervision of a teacher employed by the LEA and is coordinated and evaluated by a supervising teacher.

When a student participates in independent study, they are assigned work by a certificated teacher of the LEA and a date by which that work is due. Sometimes work assigned results in an actual tangible work product like an essay or drawing. Sometimes work assigned results in a documented amount of time spent performing or participating in activities assigned outside of a classroom or the presence of a teacher, like watching a play, a lecture, walking a mile, or participating in asynchronous online instruction.

To generate attendance, it is required that school district and county office of education (COE) students turn their assigned work in by the due date and generate at least a minimum days' worth of work for each day that attendance is claimed. Once turned in, certificated teachers employed by the LEA must personally judge the work product for time value and a supervising teacher (if the supervising teacher is a different person than the certificated teacher judging work product for time value) must review the time value assigned.

Charter school students are required to return their work by the due date and generate a day of attendance for each day on which they documented engagement in instruction through an

engagement record and for which a certificated teacher determined that the student completed a days' worth of work. Charter schools do not have an applicable minimum day to evaluate against, so certificated teachers must make a determination with regard to the conversion of hours to a days' worth of work product. The daily engagement record is still required and as in the past, attendance cannot be claimed on a day for which there was no documented student engagement.

Now with the signing of AB 176, time value must be documented in hours or fraction of an hour, which can then be converted to days of attendance for COE, school district, or charter school students participating in independent study.

Time value of synchronous instruction is required to be applied to the day on which it is earned. With the exception of charter schools, whose students must be engaged in instruction on each day that is claimed for attendance, school district and COE students generate time value for work product completed during the assignment period. Attendance credit is based on the number of days attendance credit is earned, after the conversion from total hours for that assignment period, with no student generating more than one unit of ADA for the year.

Independent study attendance must be recorded in days or hours, depending on the type of program, for the purpose of reporting ADA. Beginning with the 2024-25 school year, time value of pupil work product must first be documented in hours or fraction of an hour before converting to days. When calculating time value to determine the number of days of attendance a student has earned in traditional independent study, LEAs must sum any hours or fraction of an hour of time value generated from student work product and each hour or fraction of an hour of time value generated for synchronous instruction participation and determine, based on the total hours generated, how many attendance days are earned for each assignment period.

Calculation of Attendance Days—School District or COE	
	Example:
Work product time value ¹ including: <ul style="list-style-type: none"> • Documented time value spent in asynchronous instruction for which a work product was not produced, and • Time value of actual work product produced by the student 	10 hours of computer-documented time value spent in online asynchronous instruction that did not result in a producible work product as determined by the certificated teacher + 20 hours of time value for essays and packet work completed and turned in
+	+

Verified synchronous instruction participation time value ²	10 hours
=	=
Total hours of traditional independent study time value	40 hours
÷	÷
Hours in the minimum day that applies to the students' grade span	4 hours (minimum day for grades 4-12)
=	=
Days of attendance	10 days of attendance

¹As judged by a certificated teacher employed by the COE or school district

²Synchronous instruction participation time value must be augmented by time value of work product to generate attendance for apportionment

Charter School Calculation of Nonclassroom-Based Attendance Days	
	Example:
<p>Work product time value¹ including:</p> <ul style="list-style-type: none"> Documented time value spent in asynchronous instruction for which a work product was not produced, and Time value of actual work product produced by the student 	<p>10 hours of computer-documented time value spent in online asynchronous instruction that did not result in a producible work product as determined by the certificated teacher</p> <p>+</p> <p>20 hours of time value for essays and packet work completed and turned in</p>
+	+

Verified synchronous instruction participation time value ²	7 hours
=	=
Total hours of traditional independent study time value	37 hours
Student engagement record indicates the days on which the student was engaged in instructional activities that generated time value	9 days
Teacher determination of number of days total hours equate to	9 days
=	=
Days of attendance	9 days of attendance

¹As judged by a certificated teacher employed by the charter school

²Synchronous instruction participation time value must be augmented by time value of work product to generate attendance for apportionment

Traditional Independent Study Recordkeeping

Traditional independent study has multiple recordkeeping requirements, most of which have been in statute or regulations for decades. For point of reference, listed below are the traditional independent study records requirements, with the new requirement listed in bold first:

Traditional Independent Study Recordkeeping Requirements	Authority	Ongoing or New
Documented hours or fraction of an hour of work product time value	Education Code Section (EC §) 51747.5	New
Verification of each hour or fraction of an hour of synchronous instruction time value	EC § 51747.5	Ongoing
A daily or hourly attendance register, as appropriate to the program in which students are enrolled as time values of work product are personally judged by a certificated teacher and reviewed by the supervising teacher (if they are two different people)	California Code of Regulations (CCR), Title V, Section 11703	Ongoing

A separate listing of independent study pupils by grade level, program and school	CCR, Title V, Section 11703	Ongoing
Units of curriculum taken and completed for students in kindergarten and grades 1-8	CCR, Title V, Section 11703	Ongoing
Course credits attempted and awarded for students in grades 9-12	CCR, Title V, Section 11703	Ongoing
Written agreements	CCR, Title V, Section 11703	Ongoing
Student work samples	CCR, Title V, Section 11703	Ongoing
Documented participation and non-participation in live interaction and synchronous instruction	EC § 51747.5	Ongoing
Written or computer-based evidence of student engagement that included but isn't limited to all assignments, assessments, and associated grades for each class	EC § 51747.5 (c)	Ongoing
Daily engagement records (charter schools only)	CCR, Title V, Section 11960	Ongoing

Considering that the requirements for documenting time value of pupil work product have been modified, we encourage you to create a local protocol for documenting hours of work product time value and converting those hours to attendance days for attendance recording and reporting purposes.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Various Changes to ELO-P in Place

By: Leilani Aguinaldo and Wendi McCaskill

October 3, 2024

With the September 30, 2024, bill signing deadline behind us, now is a good time to summarize various changes to the Expanded Learning Opportunities Program (ELO-P) that are in place or forthcoming because of legislation recently signed by Governor Gavin Newsom. Changes include new reporting requirements, a key expansion to the allowable use of ELO-P funds, and inclusion in the California Longitudinal Pupil Achievement Data System (CALPADS). In addition, many local educational agencies (LEAs) also have to contend with another year-over-year drop in the per-pupil rate.

Per-Pupil Rate—Rate 2

The 2024-25 Enacted Budget maintains the state investment in ELO-P at \$4.0 billion. Unfortunately, for school districts and charter schools with an unduplicated pupil percentage (UPP) below 75%, this means that their per-pupil rate (also known as Rate 2 for these LEAs), has dropped to \$1,579.55 in 2024-25. The \$223.40 decline in Rate 2 compared to the prior year is largely due to a 1.61% statewide increase in classroom-based average daily attendance in grades TK/K-6 that is used in the funding calculation. This follows a \$251.25 decline in Rate 2 from 2022-23 to 2023-24 (see the November 2023 *Fiscal Report* article, "[Has Per-Pupil Funding for ELO-P Decreased?](#)").

Per-Pupil Rates	2022-23	2023-24	2024-25
Rate 1 (UPP ≥ 75%)	\$2750.00	\$2750.00	\$2750.00
Rate 2 (UPP < 75%)	\$2054.20	\$1802.95	\$1579.55

The California Department of Education (CDE) shared the preliminary 2024-25 ELO-P Rate 2 as part of the [2024-25 Advance Principal Apportionment](#) that was certified on July 18, 2024.

New Reporting Requirements and Spending Deadline

The addition of a final expenditure reporting requirement for ELO-P funds comes with a significant penalty if the report is not submitted. As a reminder, LEAs were required to expend or encumber 2021-22 and 2022-23 ELO-P funds by June 30, 2024, with a liquidation deadline of September 30, 2024. This deadline for 2021-22 and 2022-23 ELO-P funds now comes with a final expenditure reporting requirement that must be fulfilled on or before October 31, 2024. The CDE will collect any unexpended funds, but more importantly, any LEA that does not submit the final expenditure report shall forfeit all its 2021-22 and 2022-23 ELO-P funds (Education Code Section [EC §] 46120[d][6][B]). Any unexpended 2021-22 and 2022-23 funds will be used to augment Rate 2 for applicable LEAs in 2024-25.

Future ELO-P funds also are subject to similar spending and reporting deadlines. Starting with 2023-24 allocations, LEAs must expend their ELO-P funds “by June 30 of the fiscal year following the fiscal year in which the appropriation is made” (EC § 46120[d][9][A]). Further, LEAs must

report final expenditures by September 30 after the expenditure deadline. For example, 2023-24 ELO-P funds must be expended by June 30, 2025, with a final expenditure reporting deadline of September 30, 2025. An LEA that fails to submit the final expenditure report forfeits its ELO-P funds for the applicable fiscal year.

Complementing these deadlines is a new requirement starting in 2025-26 for LEAs to annually declare their operational intent to run ELO-P. Any funds made available by an LEA's decision to forego operating ELO-P may be used to bolster Rate 2.

Attendance Recovery and ELO-P

Starting in 2025-26, LEAs have the option to provide new attendance and learning recovery opportunities for students that are absent during the school year. The new attendance recovery programs must follow strict requirements such as class ratios and must be taught by certificated teachers employed by the LEA (see the February 2024 *Fiscal Report* article, "[Instructional Continuity and Attendance Recovery Proposal—Part One](#)"). ELO-P funds may be used to support the new attendance recovery programs when they are operated "in conjunction with, and on the same school site as, its expanded learning opportunities program" (EC § 46120[d][3]).

Now that Assembly Bill (AB) 176 has been enacted and the parameters of attendance recovery programs are known, we will provide additional information on requirements and implementation in a future *Fiscal Report* article.


CALPADS

[AB 1113](#) (McCarty, D-Sacramento) institutes the final change to ELO-P for this update. Starting in 2025-26, the CDE will collect California Longitudinal Pupil Achievement Data System (CALPADS) annual enrollment data for each student enrolled in an expanded learning opportunity program. In addition to programs operated with ELO-P funds, enrollment data will be captured for 21st Century Community Learning Center programs and After School Education and Safety programs.

Future *Fiscal Report* articles will provide updates as these various changes to ELO-P are implemented. In the meantime, final expenditure reports for 2021-22 and 2022-23 ELO-P funds should be submitted by the October 31, 2024, deadline through the CDE portal at <http://www2.cde.ca.gov/elop>.

Fresno Unified School District
Board Communication

BC Number C-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Zuleica Murillo, Executive Director
Cabinet Approval: 

Date: November 22, 2024

Phone Number: 457-3988

Regarding: Translation and Interpretation Summary of Services

The purpose of this communication is to provide the Board with information regarding services provided by the Translation and Interpretation Services Department from July 1, 2024, to October 31, 2024, and the delivery of all translated 2023/24 Independent Education Programs (IEPs).

The Translation and Interpretation Services Department started the school year with a new team of Senior Interpreter-Translators. We are proud to report that 424 IEP document translation requests were successfully delivered, fulfilling 100% of translation requests for the 2023/24 school year.

The department continues to promote consistent language support to enhance two-way communication between families and staff in support of student achievement. Quarter one, we have facilitated two-way communication efforts in 45 languages. Our department provides both on-demand and scheduled interpretation services, along with translation support for all district Individualized Education Programs (IEPs) and general district documents.

Below is a summary of services rendered from July 1, 2024, to October 31, 2024:

- **Interpreter Requests:** 847
- **Translation Requests:** 516
- **Family Connect On-Demand Language Support:** 3,225 calls

Attached, you will find data reflecting the growth in service demand over the past two years, demonstrating the department's ongoing commitment to meeting our district's language needs.

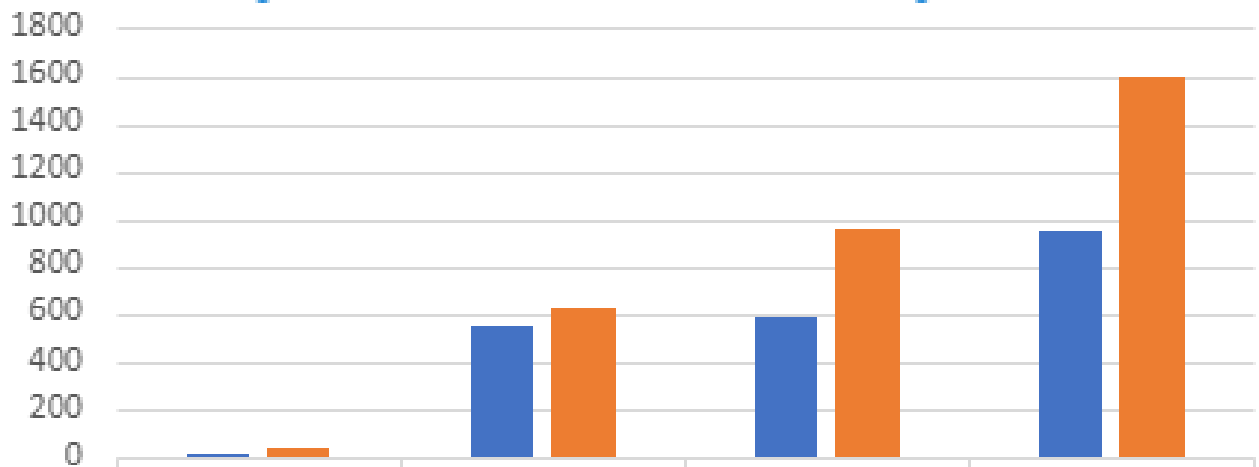
If you have any questions pertaining to the information in this communication, or require additional information, please contact Zuleica Murillo at (559) 457-3988.

Approved by Interim Superintendent

Mao Misty Her 

Date: 11/22/24

Family Connect On Demand

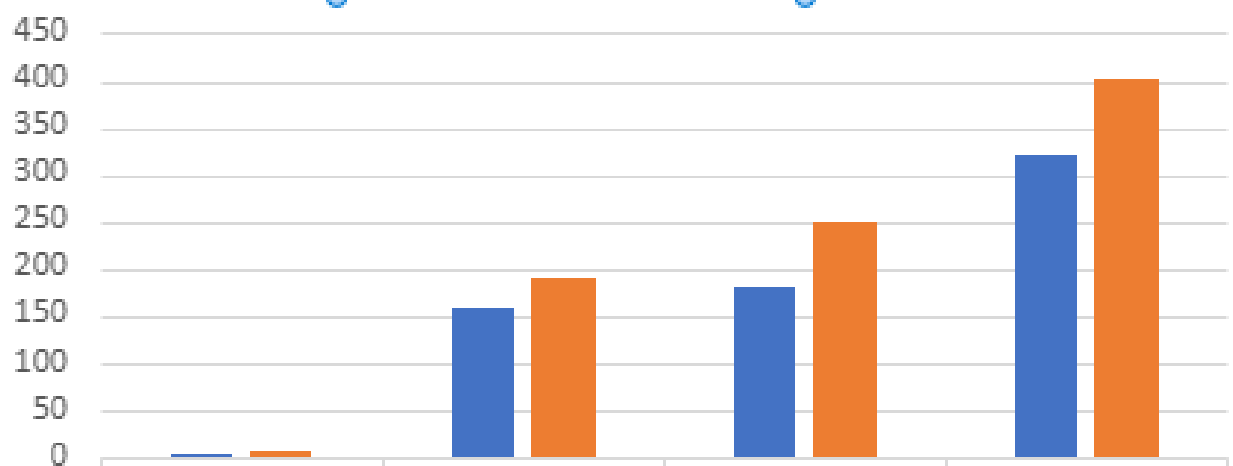


■ 2023/24

■ 2024/25

■ 2023/24 ■ 2024/25

Interpreter Request

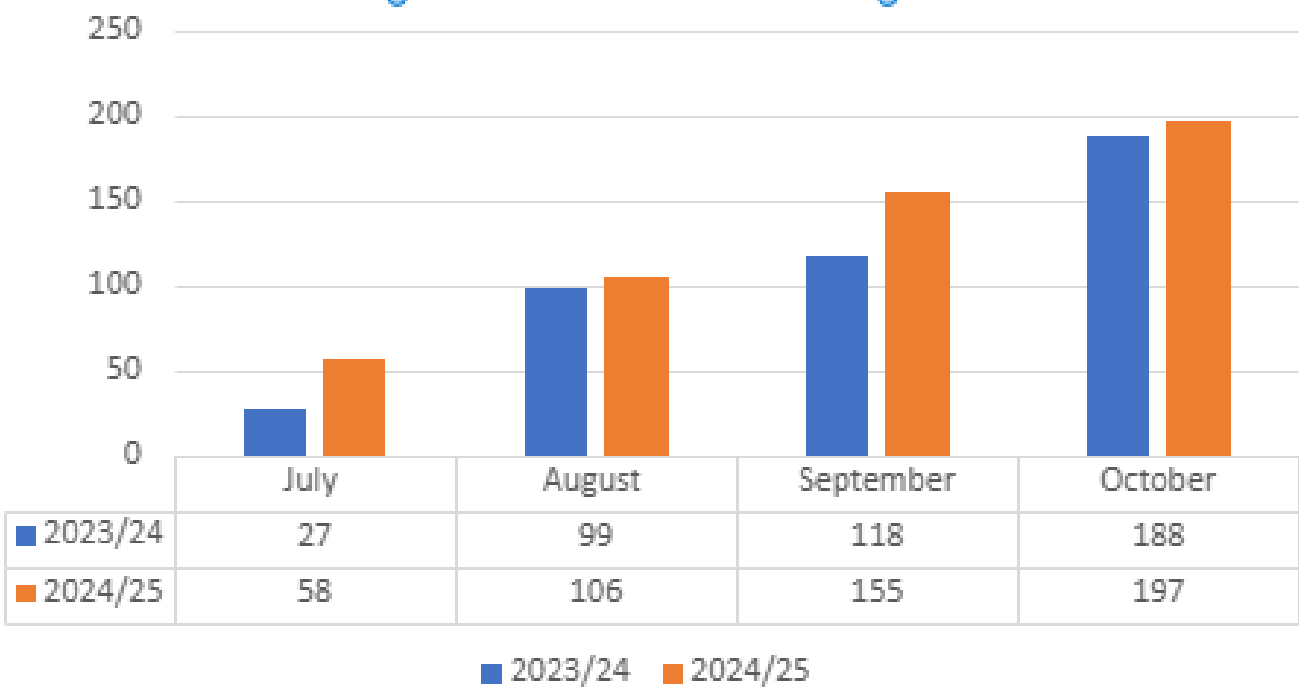


■ 2023/24

■ 2024/25


■ 2023/24 ■ 2024/25

Translation Requests



Fresno Unified School District
Board Communication

BC Number DEI-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Rita Baharian, Executive Prevention & Intervention
Cabinet Approval: 
Carlos Castillo (Nov 21, 2024 11:03 PST)

Date: November 22, 2024

Phone Number: 457-3340

Regarding: Teen Dating Violence Prevention Initiative

The purpose of this communication is to provide the Board information on the district partnership with Marjaree Mason Center (MMC) to provide comprehensive learning on Teen Dating Violence Prevention.

In recent years, we have seen an increase in teen dating violence and Title IX cases among our students. Most recently, in the 2022/23 school year, two of our Fresno Unified students were lost to teen dating violence. To aid in preventing future teen dating violence-related tragedies, the district is partnering with MMC to provide universal education on healthy relationships. These presentations address the urgent need to prevent further tragedies and also align with the recent passage of Assembly Bill 2053, signed into law on September 27, 2024. This bill expands the California Healthy Youth Act (CHYA) to include information and resources on adolescent relationship abuse and partner violence.

As a component of our district's initial Healthy Relationships Tier I education and awareness implementation in the 2023/24 school year, school sites were provided with class lessons to integrate into instruction, and school-site social-emotional teams were provided with resources to facilitate student engagement activities centered on this topic. This partnership also complements the work of social-emotional teams by providing additional resources and specialized expertise. Working together has strengthened our efforts to provide students with the tools they need to recognize and address unhealthy relationships and teen dating violence while promoting overall well-being and resilience.

This school year, all 8th and 10th grade students will receive a specialized lesson led by MMC Prevention and Education Team members in their Physical Education Class. This lesson will cover adolescent relationship abuse and partner violence awareness and education centered on building healthy relationships. In addition to these lessons, MMC will also provide targeted group support to students identified by school site teams.

If you have any questions pertaining to the information in this communication or require additional information, please contact Abby Aarii at 457-3940.

Approved by Interim Superintendent


Mao Misty Her



Date: 11/22/24

Fresno Unified School District
Board Communication

BC Number EEP-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Chief
Cabinet Approval: Wendy McCulley
Approved by: 

Date: November 22, 2024

Phone Number: 457-3885

Regarding: Monthly Update - November

The purpose of this board communication is to provide the Board an update about the Foundation for Fresno Unified Students.

The Foundation's website has been revamped and made its online debut this week. In collaboration with Archer and Hound Advertising, the website's look and feel has been updated to align with our name change and makes finding information about our work much more streamlined. Please visit our updated website at foundation4fUSD.org.

We would like to remind our FUSD Family about the Power of ONE (Our Network of Employees) campaign, which encourages staff to enroll in an automatic payroll deduction of at least \$1 per month to the FUSD Scholarship Fund, with all funds going directly to students. Signing up is easy, fast, and can be updated at any time. Awards will be presented to the school and department with the most donors by the end of the 2024/25 academic year. Please see the attached flyer for more information.

In partnership with DARO, The Foundation will be holding a Tech Convening at Farber High School on January 28, 2025, to present the results of our technology landscape analysis aimed at finding the gaps between technology skills education, training, and workforce development in the Central Valley. Amongst those invited are leaders from tech companies, surrounding school districts, non-profits, post-secondary institutions, and FUSD staff.

As you may recall from last month's communication, PG&E made a significant \$25K donation to fund Coats for Kids throughout the district. This donation made it possible for The Foundation to fulfill existing Adopt-A-School requests at 25 sites, and we have reminded our schools to submit new requests for this expressed purpose. For the 2024/25 School Year, we've received \$39,185 in monetary contributions and \$737,826 from in-kind donations to support our Adopt-A-School initiative.

Our President and CEO, Wendy McCulley, was invited to be a panel member at Southern California Edison's Multicultural Event on November 8, 2024, in Tulare, CA. She presented on diversity, her work experience in business and education, and about The Foundation. This engagement presented the opportunity for increased awareness and donor engagement from Southern California.

For more questions or information, please contact Wendy McCulley at 559-457-3885.

Approved by Interim Superintendent

Mao Misty Her 

Date: 11/22/24



THE FOUNDATION
FOR FRESNO UNIFIED STUDENTS



POWER
OF ONE

Our Network of Employees

- Make a Difference with Just **\$1** a Month!
- 💰 Payroll deduction made easy: Start with as little as **\$1 per month** (or more!)—quick, simple, and you can adjust any time!
- 🎉 Compete to Win: Schools and departments with the most donors by the end of the school year will earn special awards!
- ⚾ Exclusive Grizzlies Ticket Giveaway: Commit to \$10 or more per month in October, November, or December 2024, and snag **2 FREE tickets to a Grizzlies game** (while supplies last)!



Scan the QR code or navigate to
www.tinyurl.com/FUSDPowerofONE



Be a part of something bigger. Donate today!

www.foundation4fUSD.org